

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1</b>		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> Write NOGA ID <small>Place date stamp here.</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:35 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name		County-District #	Amendment #	
Hamlin Independent School District		127903		
Vendor ID #	ESC Region #	DUNS #		
1-75-6001730-7	14	611209552		
Mailing address		City	State	ZIP Code
PO Box 338		Hamlin	TX	79520-0338
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Katrina	F	Bogle	Tech Dir/DCSI/AP	
Telephone #	Email address		FAX #	
325-576-2722	<a href="mailto:katbogle@hamlin.esc14.net">katbogle@hamlin.esc14.net</a>		325-576-2152	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Lauri	M	Pond	Business Mgr	
Telephone #	Email address		FAX #	
325-576-2722	<a href="mailto:lpont@hamlin.esc14.net">lpont@hamlin.esc14.net</a>		325-576-2152	
<b>Part 2: Certification and Incorporation</b>				


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Randall	J	Burks	Superintendent
Telephone #	Email address		FAX #
325-576-2722	<a href="mailto:rburks@hamlin.esc14.net">rburks@hamlin.esc14.net</a>		325-576-2152

Signature (blue ink preferred)

Date signed

  
Only the legally responsible party may sign this application.

04/25/2018

701-18-111-047

**Schedule #1—General Information**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status** (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) **prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 127903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Community Overview:**

Hamlin, located in Jones and Fisher Counties, is a small rural community of approximately 2100 people. Hamlin sits on U.S Highway 83, approximately 45 minutes north of Abilene. Once a vibrant community, Hamlin is now experiencing a deteriorating economy. Jones County has an unemployment rate of 5.35% and a poverty rate of 21.3%, which is considerably higher than the state average. Hamlin ISD serves 69% economically disadvantaged students with 58% identified At-Risk. The Elementary Campus serves 75% economically disadvantaged students with 58% identified At-Risk. The district faces the same major obstacle that many face in smaller communities, which is the lack of abundant resources not easily obtained and especially beyond school hours. Hamlin has no day care center to service after school children and only a few in-home care givers work during school hours. Many children lack the educational resources in their home to help them succeed academically. Allowing students to continue to participate in school-based afterschool programs would give them multiple opportunities for hands-on real world experiences, as opposed to being at home unattended and possibly bored and getting into trouble or danger. Keeping the school doors open longer will greatly impact and improve the lives of the many in need in the community.

**Need for the Program:**

Hamlin ISD is Title I School-wide and the majority of students are economically disadvantaged and at-risk. Hamlin ISD has narrowly escaped returning to IR status and has missed meeting numerous safeguards in state and federal accountability. Progress is gradual, thus it is crucial for services to be offered beyond the regular school day. Hamlin ISD will expand the current before and after school sessions, adding more summer and weekend programs (when needed), to help meet the needs of a broader group of students and families. Hamlin ISD serves 47% white and 42% Hispanic/Latino. The needs and preferences for afterschool care cannot be met by any one single approach. A multiple-resource base from the home, school, community and others is necessary to create a full service afterschool program housed at the Elementary Campus. This includes an academic, enrichment, family engagement and college/career ready program. Hamlin ISD will create a sustainability plan for program continuation once the grant period has ended.

**General Description of the Program to be implemented:**

Hamlin ISD will use the PRIME Blueprint for Texas ACE as a tool to design a quality and enduring afterschool program with a well-organized project management approach to planning, organizing, securing and managing resources to bring about the successful completion of all grant goals and objectives. This includes improving participant outcomes in academic performance, attendance, discipline, grade promotion and graduation. HISD will integrate promising practices from state, and national resources, conferences, trainings and other initiatives. The fundamental premise for Hamlin ISD is to expand before and after school and summer services to a larger groups of students and their families in need of academic and social support services. Hamlin hopes to establish one ACE site housed at the Elementary servicing all students in the district in need. Activities will be tied to the TEKS, will be evidence-based and aligned with the regular school day curriculum and the district's strategic plan. Program hours will total at least 15 hours, but not more than 20 per week. The program will run Monday through Friday when school is in session. Activities will be at least 45 minutes long. Transportation services will be provided as needed. The site will provide academic enrichment for children and youth, particularly students most in need of services as follows: high-poverty, low academic performance, truancy, discipline, latchkey and other needs based on teacher, parent and campus administrator referrals. HISD grant program activities will be based on the needs of the campus and in conjunction with the Tx21st CCLC Four-Component Activity Guide. Activities will be supplemented to expand services from the regular school day curriculum and will not be replicated or supplanted. The program will be offered at no charge to participants.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$242,000	\$	\$242,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$40000	\$3000	\$43,000
Schedule #9	Supplies and Materials (6300)	6300	\$50000	\$	\$50000
Schedule #10	Other Operating Costs (6400)	6400	\$30000	\$	\$30000
Schedule #11	Capital Outlay (6600)	6600	\$35000	\$	\$35000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$397000	\$3000	\$400,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$397000</b>	<b>\$3000</b>	<b>\$400,000</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$400000
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$20000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 127903		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Grant Amount Budgeted			
<b>Academic/Instructional</b>			
1	Teacher	1	\$16,000
2	Educational aide	1	\$12,000
3	Tutor		\$
<b>Program Management and Administration</b>			
4	Project director (required)	1	\$60,000
5	Site coordinator (required) One site – same as #4		\$
6	Family engagement specialist (required)	.5	\$16,000
7	Secretary/administrative assistant	1	\$16,000
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
<b>Auxiliary</b>			
11	Counselor		\$
12	Social worker		\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
<b>Other Employee Positions</b>			
19	Support staff to help facilitate program activities (\$10 hr x various hours)	5	\$20,000
20	Professional staff to help facilitate program activities	3	\$10,000
21	Title		\$
22	Subtotal employee costs:		\$150,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23	6112 Substitute pay		\$2,000.
24	6119 Professional staff extra-duty pay (various #s x various hours @ \$30)		\$75,000
25	6121 Support staff extra-duty pay (various #s x various hours @ \$20)		\$15,000
26	6140 Employee benefits		\$
27	Subtotal substitute, extra-duty, benefits costs		\$92,000
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$242,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 127903		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Enrichment Camps and/or classes (contract professionals in area of expertise)	\$10,000
2	External Evaluation	\$3,000
3	Professional Development (local efforts to align with District Strategic Plan)	\$10,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$23000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$20000
(Sum of lines a, b, and c) Grand total		\$43000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 127903		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$50000
<b>Grand total:</b>		<b>\$50000</b>

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 127903		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$30000
<b>Grand total:</b>		<b>\$30000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 127903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	Library Books	N/A	N/A	\$3000
<b>66XX—Computing Devices, capitalized</b>				
2	iPad minis	60	\$400	\$24000
3	MacBook Pro	4	\$2000	\$8000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$35000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum of Bachelor's in Education or closely related field; strong communication, organization and time management skills; experience in educational setting; supervisory experience; experience in fiscal/budget management, and data information systems; demonstrated competence in program development, marketing, implementation, and evaluation. Able to work with high risk children and families.
2.	Site Coordinator(s)	See #1 - with one site, Site Coordinator is the same person as Project Director.
3.	Family Engagement Specialist	Associates degree or experience in education / related field; Strong communication/interpersonal skills; familiar with community support agencies; adaptable to meet the needs of families in the program. Preferred – ability to communicate in native language of program recipients.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhance student academics to improve accountability status.	1. After school teacher / support staff are assigned	08/01/2018	07/31/2019
		2. Student recruitment plan implemented	08/01/2018	07/31/2019
		3. Project Plans and Logic Models created/updated	08/01/2018	07/31/2019
		4. Use innovative instructional techniques (lesson plans)	08/01/2018	07/31/2019
		5. Provide training opportunities for staff (agendas)	08/01/2018	07/31/2019
2.	Increase overall attendance for all student groups. Meet or exceed state attendance rate.	1. Intervention strategies via parent manual	08/01/2018	07/31/2019
		2. Incentives for students who meet attendance rate	08/01/2018	07/31/2019
		3. Record keeping via attendance rosters on file	08/01/2018	07/31/2019
		4. Communication log with teachers and parents	08/01/2018	07/31/2019
		5. Afterschool skill reinforcement activities	08/01/2018	07/31/2019
3.	Reduce discipline referrals by 15%.	1. Culture is structured for student success	08/01/2018	07/31/2019
		2. Adult advocates assigned based on student need	08/01/2018	07/31/2019
		3. Personal coping skills and strategies in curriculum	08/01/2018	07/31/2019
		4. Discipline policy in place and in English and Spanish	08/01/2018	07/31/2019
		5. Create community resource handbook	08/01/2018	07/31/2019
4.	Increase Promotion and Graduation rates by closing the gap between subgroups.	1. Student portfolios and other measures	08/01/2018	07/31/2019
		2. Assess students to define needs and improve services	08/01/2018	07/31/2019
		3. Tutorials are part of program schedule	08/01/2018	07/31/2019
		4. Student/teacher workshops and trainings	08/01/2018	07/31/2019
		5. Individual Education and Graduation plans	08/01/2018	07/31/2019
5.	Increase Parent Involvement by 30%	1. Adult Ed (GED, ESL and other) sign in sheets	08/01/2018	07/31/2019
		2. Family Nights schedule posted	08/01/2018	07/31/2019
		3. Family Resource Center Established	08/01/2018	07/31/2019
		4. Specialty workshops agendas/sign-in sheets	08/01/2018	07/31/2019
		5. Increased communication evident on website	08/01/2018	07/31/2019

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve. Solutions for meeting student and family needs are multidimensional through the collaboration of the home, school and community. Hamlin ISD will work with a multi-faceted group of supporters to ensure students and family needs are better met in improving academics, behavior, promotion and graduation rates, and parental involvement.

HISD's District Improvement Committee consists of teachers, administrators, para-professionals, parents, business and community members. The committee identified the student and family needs through the use of various data including: DMAC, TSDS, STAAR, Improvement Plans, District of Innovation Plan, Response-To-Intervention, benchmarks, inventories, surveys, and meetings. Hamlin ISD has a large Economically Disadvantaged, Hispanic and At-Risk Population. The decline in available jobs has added to the dilemma. A wide achievement gap exists between the student sub-groups and other counterparts. HISD needs to tackle the problem of low performance by implementing/expanding successful school restructuring processes through targeted and extensive before and afterschool and summer programs to those students in need of services. These after school initiatives will be designed to close gaps between student subgroups and improve all structures that support student learning by combining all home, school and community resources, as allowed to achieve student success. This will result in an ongoing intentional comprehensive after school plan that is owned by all those involved and tailored to meet the unique needs of students and their families. HISD will utilize after school reform strategies that are research-based and more targeted for students to meet the state's level of academic achievement.

The priority needs identified include Math and Reading STAAR scores, discipline and attendance. HISD seeks to provide a safe and easily accessible afterschool program. HISD will combine school resources with home and community resources to provide and expand quality afterschool services to students and families in need of services and ensure that program hours meet the needs of working families. The programs will offer evidenced based academic/enrichment curricula that is provided by highly qualified teachers. The needs assessment will guide the district in building, implementing and managing a quality program with clear directives to meet the needs of the students and families in our community.

Targeting latchkey children will be a priority for meeting working family needs. The economy has caused hardship for both employed and unemployed parents. For those fortunate enough to have a job in this economy, the school day will neer be long enough to fulfill their end-of-the-day childcare needs. The gap between work and school schedules can amount up to twenty plus hours a week, which presents working parents with additional challenges. While concerns about unsupervised children pressure families, they also profoundly affect employers; not to mention the concerns for the children themselves. HISD's After School Program will provide a safe, enriching environment for children while their parents are still at work, allowing parents to focus on their jobs and ultimately helping to improve family life.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

Hamlin ISD will not be applying with a partner in the submission of this grant, but will work collaboratively with organizations in the community to ensure an array of available resources to participating students and their families. The closest organization within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant is approximately an hour from Hamlin. The organizations that HISD partners with in the area do not have the capacity of space or qualified staff to operate a high quality beyond school hours program. HISD needs to specifically target our PK-6 grade student population and their families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

HISD will meet goals and objectives and impact students in all areas by basing activities on a thorough student, family and community needs assessment in regard to before / after school and summer programming. HISD will identify program activities based on clearly written goals and objectives; selecting comprehensive programs, strategies and activities that are scientifically based; and using effective prevention models that ensure student success. HISD will include meaningful and ongoing consultation with and input from administrators, teachers, parents, students and community in the development and administration of the program. Complete systematic evaluations, per TEA guidelines, will determine if the program is meeting the identified needs.

HISD has begun a strategic planning process to help support students, parents and educators by identifying potential priority initiatives to improve academic achievement, attendance, behavior, and advancement. While collecting and analyzing information that will serve as the foundation for afterschool initiatives, HISD will incorporate such data into the strategic plan. The process will include diagnosing the need for afterschool programming, examining best practices, developing strategic initiatives, determining potential priorities and creating an implementation timeline. HISD's Afterschool Program will develop accelerated learning environments and empower learners through academic rigor and inquiry-based instruction. The program will adopt project-based supplemental curricula series for students that provide hands-on projects that align with state standards and the district's school day curricula. Adopted systems will utilize a broad range of sophisticated manipulatives, software and hardware to support and enhance learning objectives. The curricula will be unique in its use of tools to engage students in key concepts. HISD seeks to implement bold and dramatic changes that drastically increase student learning, stimulating innovation and change by creating high-performance measures for students and staff.

The Program will design solutions to current and emerging problems with strategies that include: identifying student achievement gaps, monitoring the progress and impact of improvement initiatives, identifying opportunities to use resources more efficiently and strategically, assessing the long-term value of program investments, enhancing planning and forecasting, and promoting family engagement activities. Through the use of the proposed learning systems, students will complete physical, tangible projects, the outcomes of which are relevant to the real-world setting thus impacting the goals set out in the Program plan. Program goals, objectives, strategies and activities will undergo periodic evaluation to assess progress toward meeting participant needs. The results shall be used to refine and strengthen performance measures, goals and objectives. Activities will be aimed at meeting TEA's Critical Success Factors and Milestones.

After school activities will provide a sense of success to students who may not otherwise be successful in the regular classroom. For Hamlin children who live in poverty, often those who attend after school program activities are relieved of pressures such as living situations or a lack of after-school snacks. HISD will provide a safe, structured and supervised after school program offered by highly qualified staff who will support participating students' physical, academic, social and behavioral development. HISD intends to provide an evidenced based quality before/after school and summer program that ensures the following benefits: better grades, social skills, greater motivation, improved classroom behavior, higher self-esteem, lower rates of criminal activity and increased family engagement. HISD's ACE will give children and youth the opportunity to build positive peer and adult relationships through better school and community connectedness.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

HISD's Afterschool Program will adopt project-based supplemental curricula series for students that provide hands-on projects that address core subjects, as well as extensions and enrichment, that align with state standards and local curricula. In addition, instructional strategies will address English Language proficiency standards and college and career readiness standards. Each curricula choice will be aligned with one or more state and local academic achievement standard and will provide educational resources that promote and develop student content knowledge by addressing numerous subject areas. Adopted systems will utilize a broad range of sophisticated manipulatives, software, and hardware to support and enhance learning objectives. Through use of the proposed learning systems, students will complete physical, tangible projects; the outcomes of which are relevant to the real-world setting.

Hamlin ISD, in collaboration with the school day programs and the community, will pursue activities that:

\*Are field tested and proven to improve the academic achievement of students,

\*Converge evidence for student academic success,

\*Are objective,

\*Show evidence of best practices,

\*Have a solid theoretical or research foundation that is grounded in the scientific literature,

\*Have been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups, and

\*Have been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.

All proposed activities will be tied to the TEKS (Texas Essential Knowledge and Skills) to the extent possible and will supplement initiatives from the regular school day curriculum.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

After school activities will vary widely and will be supplemental in nature depending on factors including age, background and the community of participating youth. Activities will adapt to individual and small group needs. Programming will be as engaging as possible, incorporating hands-on activities and connecting with students' interests and experiences. Activities will be supplemental to learning opportunities of the regular school day. In supplementing the activities of the regular school day, students will be involved in a variety of other experiences that serve to further enhance the varied curriculum. Activities to be funded include, but are not limited to:

- Academics: project based learning in core subject areas; evidence based pedagogy in all core subjects
- Enrichment: provide social services to students in need; offer STEM and other enrichment activities
- Community Service Projects: work in collaboration with the City and Chamber
- Physical Activity and Nutrition: enforce the value of health and nutrition; offer snacks
- Family Engagement: Establish a Family Resource Center for adult ed, parent ed, and parent/child engagement activities. Work in collaboration with district and Federal Programs.
- Staff Development: align professional development initiatives to district strategic plans to assist students in passing STAAR tests; participate in all required and recommended trainings and conferences.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hamlin ISD will utilize the Texas ACE logo in all outreach materials, including brochures, letters and schedules and will comply with TEA's branding guidelines. HISD will create a program brochure in English and Spanish. Brochures will list the site address, contact information, program schedule, and the days and hours of operation. Brochures will be placed at each campus, the administration building, various locations throughout the community and sent home with students. Special announcements, monthly program newsletters and other events will be posted on the district website, Facebook page, local newspaper and flyers will be sent home with students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

HISD will have one center, so there will be no feeder school transportation requirements. All participating students will remain at their campus during, before and after school hours. To eliminate the student barriers to participation in the area of transportation, Hamlin ISD will provide transportation from the center to the home, on a per need basis, via a school SUV or bus depending on the number of students needing services.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hamlin ISD's Afterschool Program will utilize the same criteria for volunteers as during regular school hours as documented in policy. HISD will utilize retired-teacher volunteers, senior citizens, as well as any other community members that meet the established criteria to provide enrichment experiences and assist in the areas of need. With age and experience come a more realistic and balanced perspective, an increased sense of self and direction and a more professional approach to ensuring high quality services to targeted areas of student and family needs. Some of the after school projects will be particularly well-suited for retired volunteers who will be given opportunities to use their talents in their skilled area or interest and who have time and patience to use their experience and wisdom to help students and their families. High school students will be given the opportunity to assist with the program. Other community members and professionals will be asked to share in the area of expertise depending on student and family needs. Some of these initiatives will include character education, drug and alcohol abuse prevention, bullying prevention, project based learning themes and others as needed. Community presentations will be made to various organizations to seek out volunteers. Volunteers will be able to apply and will be screened through Human Resources. Screening of volunteers will include all required processes, including background checks.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Hamlin ISD Board of Trustees strives to create sustainability of various programs in the district. An Afterschool sustainability plan will be added to the agenda. The sustainability plan will involve a collaboration of local, regional, state and other resources for the longevity of the program after the grant period. Further, the district will pursue local resources (materials, volunteers, organizations, and businesses) to the extent possible to further educational opportunities for targeted students and family literacy services. Sustainability plans for the program will align a community education model for services with the district's so that resources and staff might be shared for future programming. The program will work in collaboration with other school programs – Title I, McKinney Vento, Special Programs, Regular School Day Program, School Libraries and Technology Department – to provide services to students and their families as needed. Vital to this assessment will be an inventory of the programs in the community, the strengths of these programs and an estimate of the unmet need for services. The involvement of the District Improvement Team will be vital in creating sustainability efforts for after school program initiatives. DIT will assist with the mapping of community resources, research for additional funding sources, and advocate for additional funding sources. As recommended, HISD will connect with the many valuable human and financial resources in our community to engage partners in strategic and long lasting ways to create an enduring program.

Sustainability goes beyond financial considerations. While it is essential, the building blocks of community partnerships are what create successful program implementation and sustainability. The Hamlin community has proven over and over how teamwork can bring about many successes. Collaboration is the key. The team will systematically develop a variety of financing strategies and funding sources to provide a diverse and stable base of resources over time for after school program initiatives.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hamlin ISD's Afterschool program will work with schoolwide programs such as Title I, ESSA, McKinney Vento and others in the identification and recruitment of students who fail to meet Texas proficiency standards or have other needs. Administrative Team meetings will ensure that students who are a priority for service under each of the special programs are targeted for participation are retained for the period of time needed for the student to show success. Project director will be in frequent communications with district administrators and staff to design a plan on how the regular school day and afterschool program can work together to help the students. Coordinated efforts between schoolwide programs and community resources will help maximize the impact of available funds. Collaborative efforts will not be duplicated from any programs, but will be created to work in addition to current services of the regular school day.

Individual student plans will identify the academic and developmental needs of students targeted for the after school program. Student and family needs will be matched to resources with the best possible results for success. Parent training will be offered in tactics to use at home to better help their student for school success. Staff will take part in staff development and training efforts that will help them identify the varying academic and developmental needs of students and what afterschool remedies will help students succeed and stay on track for graduation.

Project staff will be build connections with team leaders in the various schoolwide programs which will result in successful implementation of afterschool program activities that tie to student needs. All involved will continue to ensure the fidelity of implementation through internal monitoring of their programs through walk throughs, data reviews, and surveys. External evaluator will play a role in the internal monitoring procedures. Together, all will work on various measurement tools to fully assess progress of both students and parents in the program; while ensuring that data processes adhere to TEA grant guideline requirements.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Hamlin Elementary School 405 NW 5 <sup>th</sup> Hamlin, TX 79520		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>	127903102				
	<b>Cost per student</b>	\$1000.00				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		100	<b>Parent/legal guardian target (in proportion with student target):</b>		50
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					
<b>Estimated transportation time</b>						
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>	\$				
	<b>"Regular" student target (to be served 45 days or more annually):</b>			<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	<b>Campus name</b>					
	<b>9-digit campus ID number</b>					

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>							
County-district number or vendor ID:				Amendment # (for amendments only):			
<b>Center 10</b>	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		Feeder school #3
	Campus name:						
	9-digit campus ID number						
	Estimated transportation time						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hamlin ISD plans to start program services for targeted students and families on August 20, 2018. The time period of August 1 – 19 will be utilized to recruit and train qualified program staff on program implementation and grant processes and requirements. The site will operate when regular school is in session (a minimum of 37 weeks per year - including summer), 4-5 days per week, Monday – Friday for the fall and spring term for a minimum of 12 hours and no more than 20 hours per week for student initiatives. The summer program will operate Monday through Friday from 8 a.m. to 3 p.m. for a minimum of six weeks. Saturdays may be scheduled to make up any missed program hours as needed for days or weeks missed due to early releases or other unforeseen events. Based on current needs, Hamlin ISD is projecting 100 students attending on a regular basis (45 days or more). The center will provide a schedule of activities for students and adult family member participants in the project plans.

One full-time project director, with successful school management experience, will oversee all day-to-day operations of the proposed program, including development, implementation, management and evaluation. With one center, this person will also serve as the site coordinator and will be responsible for the collection and entry of data. A part time Family Engagement Specialist will encourage family/parental involvement in the school and provide ongoing educational programs to immediate family members, parents/legal guardians of students enrolled in the program. Activities will be supervised by qualified individuals (mostly certified teachers and paras) and will meet the appropriate supervising adult to student ratios.

Throughout the Fall and Spring, the center will offer a Monday – Friday 7:00 – 8:00 a.m. session for students who need to come in early for various reasons (homework help, tutoring, mentoring or to meet working family needs). Afterschool program hours will be held from 3:30 – 5:30 p.m. Summer hours will be scheduled for six weeks Monday – Friday from 8:00 a.m. – 3:00 p.m. Family engagement activities will take place before, during and after school to accommodate working family needs. Activities will connect to TEKS as possible and will support the regular school day curriculum. Pre/post tests will ensure staff's knowledge of student progress. Site coordinators will have access to student reporting period grades, benchmarks and STAAR results to ensure that intentional program planning is in place to meet individual needs of students.

All key grant staff will attend TEA and technical assistance provider required training events, conferences, workshops and meetings. HISD has budgeted for all local state and national conferences, including the annual state conference and mandatory project director workshops.

HISD intends to maximize, to the extent possible, as many human and financial resources to ensure the successful implementation of the program. The money budgeted will ensure the hiring of qualified personnel and the purchase of necessities to help ensure program success.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 127903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Hamlin ISD will contract with an external evaluator, preferably with experience in this grant program. HISD District Team will also serve as the program evaluation team to include grant staff, district administrators, school day teachers, parents, students, community stakeholders and external evaluator. The team will create an evaluation plan that is purposeful, systematic and is a careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of program activities and number of students served. The evaluation plan will establish accountability measures and will identify areas needing change and improvement to ensure the attainment of grant goals and objectives. Team members will collect data from PEIMS/TSDS, DMAC, STAAR, Surveys, TXEIS: attendance records, grades, discipline and other relevant sources. Data collections will be: quantitative and qualitative, including number of participants, activities, time offered, grades, attendance and testing scores; formative and summative, including walkthroughs, pre/post tests, schedules, lessons, improvement on data points; surveys and focus groups; and site observations and team meetings.

The team will meet and review and analyze data, which in turn will help determine if the program is carrying out activities and services as intended. If data does not meet expectations, the information gathered will be used to determine necessary steps to address issues. Alternatively, if results from the data correspond with the program's vision, the data will help show the activities and services are helping to accomplish grant goals and objectives and if adjustments should be made to better meet the needs of the program participants. Communicating regularly with the evaluation team and other school day staff, while sharing attendance and performance results will help build and maintain a positive relationship with the regular school day. Evaluation team meetings will consist of program updates on areas of need, promising practices and professional development options. District team meetings will consist of updates and reviews on implementation, scheduling, attendance and student voice/choice. Hamlin ISD ensures that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. The public will be notified of findings via district website, program newsletters and the local newspaper.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 127903

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 127903

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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